

Australian Curriculum – General Capabilities – Labyrinth links

Literacy

Compose texts	Level 1a	<ul style="list-style-type: none"> reflect state of wellbeing, for example contentment, joy, worry, pain create texts, for example to comment on a recent event, story or shared experience
	Level 1c	
Express opinion and point of view	Level 1e	<ul style="list-style-type: none"> use speaking, visual elements (including drawing) and beginning writing to express likes and dislikes identify and use language that expresses feelings and opinions, and compares and evaluates people and things differentiate between the language of opinion and feeling and the language of factual reporting or recording
	Level 2	
	Level 3	

Numeracy

Interpret maps & diagrams	Level 1a	<ul style="list-style-type: none"> demonstrate awareness of position of self and objects in relation to everyday contexts follow directions to demonstrate understanding of common position words and movements give and follow directions on maps and diagrams of familiar locations interpret information, locate positions and describe routes on maps and diagrams using simple scales, legends and directional language identify and describe routes and locations, using grid reference systems and directional language such as north or north east create and interpret 2D and 3D maps, models and diagrams create and interpret maps, models and diagrams using a range of mapping tools
	Level 1b	
	Level 2	
	Level 3	
	Level 4	
	Level 5	
	Level 6	

Critical and Creative Thinking

Apply logic and reasoning	Level 1	<ul style="list-style-type: none"> identify the thinking used to solve problems in given situations identify reasoning used in choices or actions in specific situations identify and apply appropriate reasoning and thinking strategies for particular outcomes assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome identify gaps in reasoning and missing elements in information
	Level 2	
	Level 3	
	Level 4	
	Level 5	

	Level 6	<ul style="list-style-type: none"> analyse reasoning used in finding and applying solutions, and in choice of resources
Draw conclusions and design a course of action	Level 1 Level 2 Level 3 Level 4 Level 5 Level 6	<ul style="list-style-type: none"> share their thinking about possible courses of action identify alternative courses of action or possible conclusions when presented with new information draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action differentiate the components of a designed course of action and tolerate ambiguities when drawing conclusions use logical and abstract thinking to analyse and synthesise complex information to inform a course of action
Evaluate procedures and outcomes	Level 1 Level 2 Level 3 Level 4 Level 5 Level 6	<ul style="list-style-type: none"> check whether they are satisfied with the outcome of tasks or actions evaluate whether they have accomplished what they set out to achieve explain and justify ideas and outcomes evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria explain intentions and justify ideas, methods and courses of action, and account for expected and unexpected outcomes against criteria they have identified evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified

Personal and Social Capability

Recognize emotions	Level 1a Level 1b	<ul style="list-style-type: none"> recognise and identify their own emotions identify a range of emotions and describe situations that may evoke these emotions
	Level 2	<ul style="list-style-type: none"> compare their emotional responses with those of their peers
	Level 3	<ul style="list-style-type: none"> describe the influence that people, situations and events have on their emotions
	Level 4	<ul style="list-style-type: none"> explain how the appropriateness of emotional responses influences behaviour
	Level 5	<ul style="list-style-type: none"> examine influences on and consequences of their emotional responses in learning, social and work-related contexts
	Level 6	<ul style="list-style-type: none"> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts

Develop reflective practice	Level 1a	<ul style="list-style-type: none"> recognise and identify participation in or completion of a task
	Level 1b	<ul style="list-style-type: none"> reflect on their feelings as learners and how their efforts affect skills and achievements
	Level 2	<ul style="list-style-type: none"> reflect on what they have learnt about themselves from a range of experiences at home and school
	Level 3	<ul style="list-style-type: none"> reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback
	Level 4	<ul style="list-style-type: none"> monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential
	Level 5	<ul style="list-style-type: none"> predict the outcomes of personal and academic challenges by drawing on previous problemsolving and decisionmaking strategies and feedback from peers and teachers
	Level 6	<ul style="list-style-type: none"> reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability
Express emotions appropriately	Level 1a	<ul style="list-style-type: none"> recognise and identify how their emotions influence the way they feel and act
	Level 1b	<ul style="list-style-type: none"> express their emotions constructively in interactions with others
	Level 2	<ul style="list-style-type: none"> describe ways to express emotions to show awareness of the feelings and needs of others
	Level 3	<ul style="list-style-type: none"> identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations
	Level 4	<ul style="list-style-type: none"> explain the influence of emotions on behaviour, learning and relationships
	Level 5	<ul style="list-style-type: none"> forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour
	Level 6	<ul style="list-style-type: none"> consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices
Become confident, resilient and adaptable	Level 1a	<ul style="list-style-type: none"> identify people and situations with which they feel a sense of familiarity or belonging
	Level 1b	<ul style="list-style-type: none"> identify situations that feel safe or unsafe, approaching new situations with confidence
	Level 2	<ul style="list-style-type: none"> undertake and persist with short tasks, within the limits of personal safety
	Level 3	<ul style="list-style-type: none"> persist with tasks when faced with challenges and adapt their approach where first attempts are not successful
	Level 4	<ul style="list-style-type: none"> devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance

	Level 5 Level 6	<p>of personal safety</p> <ul style="list-style-type: none"> • assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence • evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations
Understand relationships	Level 1a Level 1b Level 2 Level 3 Level 4 Level 5 Level 6	<ul style="list-style-type: none"> • show an awareness for the feelings, needs and interests of others • explore relationships through play and group experiences • identify ways to care for others, including ways of making and keeping friends • describe factors that contribute to positive relationships, including with people at school and in their community • identify the differences between positive and negative relationships and ways of managing these • identify indicators of possible problems in relationships in a range of social and work related situations • explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships
Negotiate and resolve conflict	Level 1a Level 1b Level 2 Level 3 Level 4 Level 5 Level 6	<ul style="list-style-type: none"> • respond to the feelings, needs and interests of others • listen to others' ideas, and recognise that others may see things differently from them • practise solving simple interpersonal problems, recognising there are many ways to solve conflict • identify a range of conflict resolution strategies to negotiate positive outcomes to problems • identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations • assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations • generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts

Ethical Understanding

Examine values	Level 1 Level 2 Level 3	<ul style="list-style-type: none"> • identify values that are important to them • discuss some agreed values in familiar contexts • identify and describe shared values in familiar and
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	Level 4	unfamiliar contexts
	Level 5	<ul style="list-style-type: none"> • examine values accepted and enacted within various communities
	Level 6	<ul style="list-style-type: none"> • assess the relevance of beliefs and the role and application of values in social practices • analyse and explain the interplay of values in national and international forums and policy making

Intercultural Understanding

Explore and compare cultural knowledge, beliefs and practices	Level 1	<ul style="list-style-type: none"> • identify, explore and compare culturally diverse activities and objects
	Level 2	<ul style="list-style-type: none"> • describe and compare the way they live with people in other places or times
	Level 3	<ul style="list-style-type: none"> • describe and compare a range of cultural stories, events and artefacts
	Level 4	<ul style="list-style-type: none"> • describe and compare the knowledge, beliefs and practices of various cultural groups in relation to a specific time, event or custom
	Level 5	<ul style="list-style-type: none"> • analyse the dynamic nature of cultural knowledge, beliefs and practices in a range of personal, social and historical contexts
	Level 6	<ul style="list-style-type: none"> • critically analyse the complex and dynamic nature of knowledge, beliefs and practices in a wide range of contexts over time
Empathise with others	Level 1	<ul style="list-style-type: none"> • imagine and describe their own feelings if they were put in someone else's place
	Level 2	<ul style="list-style-type: none"> • imagine and describe the feelings of others in familiar situations
	Level 3	<ul style="list-style-type: none"> • imagine and describe the feelings of others in a range of contexts
	Level 4	<ul style="list-style-type: none"> • imagine and describe the situations of others in local, national and global contexts
	Level 5	<ul style="list-style-type: none"> • imagine and describe the feelings and motivations of people in challenging situations
	Level 6	<ul style="list-style-type: none"> • recognise the effect that empathising with others has on their own feelings, motivations and actions
Mediate cultural difference	Level 1	<ul style="list-style-type: none"> • identify similarities and differences between themselves and their peers
	Level 2	<ul style="list-style-type: none"> • recognise that cultural differences may affect understanding between people
	Level 3	<ul style="list-style-type: none"> • identify ways of reaching understanding between culturally diverse groups
	Level 4	<ul style="list-style-type: none"> • discuss ways of reconciling differing cultural values and perspectives in addressing common concerns
	Level 5	<ul style="list-style-type: none"> • identify and address challenging issues in ways that respect cultural diversity and the right of all to be heard
	Level 6	<ul style="list-style-type: none"> • recognise the challenges and benefits of living and

		working in a culturally diverse society and the role that cultural mediation plays in learning to live together
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<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>